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ABSTRACT

A basic introduction to Buddhism is provided in this unit of study for high school students. The unit can be taught in social studies, geography, humanities, or religion courses. Time required is two class periods of 45 to 50 minutes each. The unit's objective is to help students gain a greater knowledge and appreciation of Buddhism and its applications and effects in the lives of Asian as well as Western believers. On day one students learn, through a lecture, about the origin and teachings of Buddha, including the four noble truths and the eightfold path to enlightenment. During the second class period, students view a slide show and learn about doctrinal conflicts and the major forms of Buddhism today. Students are encouraged to participate in classroom discussions. The unit suggests supplementary activities. For example, students look for applications of Buddhist principles in their own lives in coping with problems, visit a Buddhist temple, and learn to meditate. Quizzes are provided. (RM)

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AN INTRODUCTION TO BUDDHISM:

SLIDE/SCRIPT PRESENTATION

by
Bruce Lott

Asian Outreach
Brigham Young University
Provo, Utah

1982

SO 016 809

ASIAN OUTREACH
BRIGHAM YOUNG UNIVERSITY

SLIDE/SCRIPT PRESENTATION

AN INTRODUCTION TO BUDDHISM

Buddhism has provided an explanation and approach to life and its hardships for Asian people for some 25 centuries. Today there are at least 250 million adherents and Buddhism has influenced the lives of many others. As our contacts with Asian people, international and interpersonal, increase, an understanding and appreciation of basic Buddhist beliefs and practices can provide one major key to understanding and appreciating our Asian neighbors in this country and abroad.

SUGGESTED APPLICATION: High School
Social studies, Geography, Humanities, Religion

TIME: 2 days/45-50 minutes each

STUDENT OBJECTIVES: To gain a greater knowledge and appreciation of Buddhism and its applications and effects in the lives of Asian as well as Western believers.
1) Learning basic information on its founding, doctrines, and practices.
2) Class discussion and questions as well as outside assignments and applications which compare Buddhism and more familiar religious concepts.

MATERIALS:
- Images or pictures of Buddha from books or library picture collection.
- A map of Asia (clearly indicating India, China, Tibet, Korea, Japan, and countries of Southeast Asia)
- Slides for use with the second days' presentation (included)

PROCEDURE:

This unit is a compilation of information and suggestions to help the teacher present a basic introduction to Buddhism. It is not intended as a script and should be taught in the teacher's own words and style, using those portions of the material most applicable to the class. It is recognized that the regular teacher is in the best position to determine the students' present level of understanding and ability and this should be the starting point.

The main text consists of suggested information to be learned.

Underlined terms or phrases should be written on the board or prepared

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on transparencies, poster board, or otherwise displayed.

Siddhartha	asceticism
Gotama	Mara
Sakya	Buddha
ascetic	Sakyamuni

Added explanations and directions, primarily for the teacher, are in parentheses.

SUGGESTIONS:

The information in this unit may be presented in conventional (lecture) form to an attentive class, including questions and discussions in class and assignments and applications out of class to ensure comprehension and retention.

An alternative approach is to preface the lesson by asking students to imagine they are typical villagers of some Asian country. Briefly visualize as a group what their living conditions would be like, with emphasis on the difficulty of wresting a living from the land. (In many parts of Asia, rice is the main food crop. It is high yielding and will feed a larger number of people than traditional "Western" crops like wheat. But it is also labor intensive - it requires almost constant effort of many people - and depends on regular rain and other favorable environmental conditions.)

(ASK:) How might this type of situation shape or affect your outlook on life and/or religion?

The teacher might ask the student to imagine he or she is a Buddhist monk or a fellow villager who is a Buddhist and is telling them about his or her beliefs. Ask the class to imagine what applications Buddhism might have in their lives as Asians, as well as Westerners , while the lesson material is being taught. Although students would be role playing, they should also be allowed to use any knowledge they already have in answering questions and participating in discussions.

Day One: BUDDHA'S ENLIGHTENMENT (Origin and Teachings)

Theme: This section covers the early life of Buddha, his search for and achievement of enlightenment and the core of his teachings in the Four Noble Truths and the Eightfold path. Also, his emphasis on a person's inner motives and the responsibility of each individual to work out his or her own salvation is mentioned.

(Display an image or picture of Buddha. Ask questions like the following to determine what the class knows:)

Who does this represent?

Who was the Buddha?

Where and when did he live?

What did he do?

What does his name mean?

(Relate the following story:)

Buddha is a title which means "Enlightened One." The Buddha was an actual person who lived more than five hundred years before Christ. He was born in Nepal, in Northern India, in the foothills of the Himalayas (indicate on map). He taught at about the same time Confucius was teaching in China. The Buddha's given name was Siddhartha (sid-AR-tha) and his family name was Gotama (GO-tah-mah). Siddhartha Gotama's father was a ruler of the Sakya (shahk-yah) tribe. When Siddhartha was born, his father hoped that he would continue in his footsteps and become an even greater ruler, a "Universal Monarch." But at the time of Siddhartha's birth, a wise man predicted that, while he might become such a ruler, he might instead become a great religious leader. To prevent Siddhartha from becoming interested in religion, his father kept him in a palace and surrounded him only with beautiful, healthy and youthful people and things, sheltering him from the outside world. One day when Siddhartha was about twenty-nine years old, he went for a ride in his chariot outside the palace walls. While outside the walls he saw four sights that changed his life:

(Write on board:) 1) A sick man

2) An old man

3) A dead man

4) A monk (Note: poor and humble but apparently content)

(Ask:) What do the first three sights have in common that would surprise or move Siddhartha?
(Answer: human suffering)

What was significant about the fourth sight?
(Answer: The monk seemed content, although he lacked the luxuries Siddhartha was used to.)

After seeing these four sights, Siddhartha no longer felt happy or content amid the luxuries of his palace. A story says that he went into his father's harem where some of the most beautiful women in the kingdom were. But as he looked at them he saw a vision of them as they would someday be: old and wrinkled, gray and bent over.

After Siddhartha had seen the suffering and the impermanence of life, he ran away from the palace. He cut off his hair and traded his clothes with a passing beggar. For six years he tried to find contentment and a lasting meaning to life. First, he studied with famous philosophers. When he felt that they didn't have the answer, he became an ascetic, one who tries to dis-

cipline himself by fasting for long periods of time and practices other severe acts of self-denial. Asceticism is quite a common practice in Asian countries for gaining self-control and spiritual awareness.

(Ask:) Are there any similar practices in the West? (cloistered monks) What (if anything) do we do to accomplish these purposes? As an Asian, why might such a practice appeal to you?

Siddhartha was exceptionally strict in practicing asceticism. After six years, although he almost died, he did not feel that he had found the answer to the problem of life's suffering so he abandoned that method too.

Finally, Siddhartha sat down beneath a tree and determined not to eat or drink or move until he had found the answer to his question. He meditated and tried to see life's real meaning beyond the illusions and temporary things in life. When he seemed close to the answer, Mara (mah-rah), the god of the underworld and death, tried to tempt him and distract him from his purpose (much like the Devil tempted Christ when he was fasting for forty days in the wilderness), but Siddhartha resisted. After seven weeks of fasting and meditation, he became "enlightened."

When he had become enlightened, Siddhartha Gotama became known as the Buddha, or "Enlightened One." He was also called Sakyamuni (shahk-yah-moo-nee), "Sage of the Sakya Tribe." He next went to a park in the city of Benares where he taught his first sermon. The first sermon contained the Four Noble Truths and the Eightfold Path which are the heart of Buddha's teachings.

The Four Noble Truths

The Four Noble Truths are:

(Write on board:)

1) Life is filled with suffering

(Death, old age, disease, and even birth involve pain and suffering. Being subject to something you don't like is also suffering. Not getting what you do like or want is suffering.)

2) Suffering is caused by desire (craving, attachment)

(That is, desire for things that can't satisfy permanently; desire for things we can't or shouldn't have. Even earthly things we have will someday be lost, stolen, or just get old and worn out and break, decay or die. So desire, craving for, or attachment to things outside ourselves brings sadness and suffering. All such things are temporary, "dust in the wind." We can never really possess such things.)

(Ask:)

Has desire for something ever led to suffering in your life?

How might attachment to something impermanent cause suffering?

As an Asian, why would this view of suffering appeal to you? How could it apply to/help you cope with your life?

If suffering is caused by desire, what would Buddha say is the way to eliminate suffering?

The third noble truth is-

3) Suffering is eliminated by eliminating desires

(The third Noble Truth follows logically from the first and second. Buddha believed that when people understood how attachments and desires cause pain, they would focus their efforts on more important things like character and the inner self.)

(Ask:) How could this help you avoid suffering as an Asian farmer?

Could it apply to you or help you living here and now?

(The teacher might ask students if they have ever lost or broken a prized possession and how it made them feel. The teacher might also ask students if they ever fought over something impermanent, and whether or not they now feel it was worth the consequences of fighting over it.)

The fourth Noble Truth taught was-

4) The way to eliminate desires is to follow the Eightfold Path.

The Eightfold Path

The eight steps are-

(Write on board:)

1) Right Views (i.e., understanding the Four Noble Truths)

2) Right Thought (thought that is free from anger, lust or cruelty)

3) Right Speech (free from lying, criticizing, swearing, boasting)

4) Right Action (not to kill, steal, or commit unchaste acts)

5) Right Livelihood (having an occupation that doesn't harm any living thing)

(Ask:) Whai are some jobs that would be against this rule?

6) Right Effort (to avoid or overcome evil thoughts, and to arouse and maintain good thoughts)

7) Right Mindfulness (to pay attention to one's actions at all times, to evaluate one's actions to be sure they are consistent with the rules above)

8) Right Meditation (that is, meditation which leads to enlightenment)

(Ask:) What do you think of the Eightfold path as a way to live a good life?

What are some similarities or differences between the Eightfold Path and the Ten Commandments of Judaism and Christianity?

(If you chose to explain, in your own words, each of the 8 steps using the suggestions in parentheses above, you may wish to compare them to the Ten Commandments on the board.) With student prompting, a diagram such as the following might be written on the board?

(Write on board:)

1) Thou shalt have no other gods before me
2) Thou shalt not make or worship idols
3) Thou shalt not take God's name in vain
4) Remember the Sabbath day to keep it holy
5) Honor thy father and thy mother.
6) Thou shalt not kill
7) Thou shalt not commit adultery
8) Thou shalt not steal
9) Thou shalt not bear false witness
10) Thou shalt not covet

(A number of questions may be asked depending on the time and emphasis desired for this portion of the lesson. For example:)

What is the difference between step three and the ninth commandment?
(Answer: In the former, all kinds of wrong speech, not just lying, are forbidden)

What is the difference between steps four and five and the sixth commandment?
(Answer: The former, esp. step five applies to all kinds of life, not just human.)

(Even if you choose not to go into detail, the following questions are recommended:)

What main idea in the Ten Commandments (esp. the first three) is not part of the Eightfold Path?
(Answer: God, A Supreme Being)

What is emphasized in the Eightfold Path (esp. steps 6, 7, 8) which isn't in the Ten Commandments?
(Answer: Thoughts or inner desires, motives)

Conclusion: Personal Motives and Effort

One main emphasis of the Eightfold Path is the importance of thoughts and motives, and that they can be shaped and improved by effort and meditation. Meditation is the way that Buddha gained Enlightenment. He taught that: "All we are is the result of what we have thought." (This is similar to the Bible verse: "As a man thinketh in his heart so is he.")

In many ways Buddha's teachings were a reformation of the religious beliefs of the time and region in which he lived. The people believed in many gods and thought that if they prayed and sacrificed to these gods they would receive help and salvation. Buddha taught that all these gods were illusions or figments of their imagination. He taught that it is up to each individual to save himself. When he died at the age of eighty, his traditional last words were: "Strive diligently to work out your own salvation."

(Summarize and review by asking and discussing questions like the following:)

How could Buddha's teachings apply to/help you as an Asian?

Do you think there are any parts of Buddha's teachings that could help you/apply to your real life here and now?

What are some of the similarities/differences between Buddhism and Christianity?

The following story may be helpful in illustrating the different approaches to human suffering in Buddhism and Christianity:

Several people came to Christ about sick, possessed, or even deceased loved ones. His usual response was to heal the sick or to

restore the dead to life. A grandmother came to Buddha in tears. She had just lost a dear grandchild. Buddha asked her "How many people are there in this city?" She replied and he then asked "Would you like to have as many children and grandchildren as there are in the city?" She cried yes, yes. Buddha said, "But if you had as many children and grandchildren as there are people in this city, you would have to weep every day, for people die there daily." According to the story, the old woman went away comforted. The moral being, again, that attachment to things that are temporary, even mortal life, brings inevitable suffering.

(Conclude by asking and discussing questions like the following:)

What are your impressions of Buddha and his teachings?

What are some of the things you like, or dislike, about Buddhism? Why?

In what ways might Buddhism affect the lives and attitudes of people who believe in it?

FOLLOW-UP ACTIVITIES, Day One

After class:

Suggest that students look at advertising schemes or movie themes as if they were Buddhists and report to the class.

Suggest that they look for applications of Buddhist principles in their own lives/in coping with problems (and perhaps report).

Suggest that they look for Buddhist influences in books or shows dealing with Oriental themes (e.g., Kung Fu).

Recommended Reading:

Buddhism, The Light of Asia (Kenneth K.S. Chen)

Siddhartha (Herman Hesse)

Assignment:

Choose one topic and write an essay of at least one page:

-Compare beliefs and methods of Buddhism and Christianity.

-Do you agree or disagree with Buddha's view of suffering and the way to eliminate it? Why? (Discuss strengths and weaknesses)

-How might Buddhism affect the daily life of someone who believes in it?

In concluding this part of the unit, the following sheets may be copied and used as an in-class quiz or a take-home assignment.

Note: The matching section may be converted to a definition exercise by placing a piece of paper over the right hand column while Xeroxing, depending on the level of class ability.

Rather than copying and passing out the following quiz, it might also be given orally in class. Then the teacher can select and/or add those questions most appropriate for the class.

NAME: _____

QUIZ 1: BUDDHA'S ENLIGHTENMENT

(Use back of page for answers if necessary)

1. What does "Buddha" mean?

2. When and where did Buddha live?

3. What was Buddha's real (given and family) name?

4. What were the four sights Buddha saw and why did they change his life?

   1.
   2.
   3.
   4.

5. What are the four noble truths?

   1.
   2.
   3.
   4.

6. What basic difference is there between the Eightfold Path and the Ten Commandments?

7. True or False:

_____ Buddha taught that people could get help and salvation by worshipping gods.

_____ Buddha taught the Four Noble Truths in his First Sermon.

_____ Buddha was born and lived in China.

_____ According to Buddha, the way to eliminate desires is to follow the Eightfold Path.

_____ Buddha taught: "All we are is the result of what we have thought."

QUIZ I: BUDDHA'S ENLIGHTENMENT

(Continued)

8. Terms:

A.	Ascetic	_____ "Sage of the Sakya Tribe"
B.	Buddha	_____ that which doesn't harm any living thing
C.	Sakyamuni	_____ self-denial to gain discipline/spirituality
D.	Mara	_____ the cause of suffering according to Buddha
E.	Right Livelihood	_____ not to kill, steal, or commit unchastity
F.	Desire	_____ god of the underworld who tempted Buddha
G.	Right Action	_____ "Enlightened One"

9. What is the main concept found in the Ten Commandments but not in the Eightfold Path?

10. What is emphasized in the Eightfold Path but not so much in the Ten Commandments?

NAME: _____

Answer Sheet

QUIZ 1: BUDDHA'S ENLIGHTENMENT

(Use back of page for answers if necessary)

1. What does "Buddha" mean?
   "The enlightened one"

2. When and where did Buddha live?
   500 B.C./same time as Confucius
   Northern India/Nepal/foothills of Himalayas

3. What was Buddha's real (given and family) name?
   Siddhartha Gotama

4. What were the four sights Buddha saw and why did they change his life?
   1. A sick man
   2. An old man
   3. A dead man
   4. A monk

   For the first time he realized there was suffering and that life was impermanent.

5. What are the four noble truths?
   1. Life is filled with suffering.
   2. Suffering is caused by desire.
   3. Suffering is eliminated by eliminating desire.
   4. The way to eliminate desires is to follow the Eightfold Path.

6. What basic difference is there between the Eightfold Path and the Ten Commandments?

   Eightfold Path
   Emphasizes motives + inner desires
   Emphasizes effort + meditation

   Ten Commandments
   Idea of God, a supreme being

7. True or False:

F Buddha taught that people could get help and salvation by worshipping gods.

T Buddha taught the Four Noble Truths in his First Sermon.

F Buddha was born and lived in China.

T According to Buddha, the way to eliminate desires is to follow the Eightfold Path.

T Buddha taught: "All we are is the result of what we have thought."

QUIZ 1: BUDDHA'S ENLIGHTENMENT

(Continued)

8. Terms:

A.	Ascetic	C	"Sage of the Sakya Tribe"
B.	Buddha	E	that which doesn't harm any living thing
C.	Sakyamuni	A	self-denial to gain discipline/spirituality
D.	Mara	F	the cause of suffering according to Buddha
E.	Right Livelihood	G	not to kill, steal, or commit unchastity
F.	Desire	D	god of the underworld who tempted Buddha
G.	Right Action	B	"Enlightened One"

9. What is the main concept found in the Ten Commandments but not in the Eightfold Path?

Idea of a God, a supreme being.

10. What is emphasized in the Eightfold Path but not so much in the Ten Commandments?

Motives and inner desires.

Day Two: BUDDHA'S LEGACY: PATHS TO ENLIGHTENMENT (Expansion & Divisions)

Theme: After Buddha's death, as in all religions, the meaning of his teaching came into question. As Buddhism spread throughout Asia, many different forms appeared until today there are a number of various doctrines which shape the lives of the Asian Buddhists in quest of salvation.

(Begin by asking questions to review previously covered material.)

Who was the Buddha?

When and where did he live?

What did he teach?

What did he teach about the gods?

How did he say people could be saved?
(Who should they depend on?)

Less than one hundred years (483 B.C.) after Buddha's death a council of his disciples met to try to work out the many differences that were arising among them. They didn't entirely succeed and there was a split in Buddhist beliefs and practices. The minority group called themselves Theravada (ter-ah-VAH-dah), meaning "the Way of the Elders," and wanted to continue to practice Buddhism as it had been up to that time. The majority called themselves Mahayana (mah-hah-YAH-nah), meaning "the Greater Vehicle," because they wanted to adopt beliefs and practices that would enable more people to be saved. They called their opponents Hinayana, "the Lesser Vehicle," because they felt that by their methods only a few could be saved. The Mahayana Buddhist stressed the compassion of Buddha. They told a story of how, while teaching his disciples, Buddha had picked up a handful of leaves from the forest floor, which was covered with leaves, and said "My truths are like the leaves, what I've taught you is like this handful."

(Ask:) What did Buddha mean by this saying?

They also said that once, while teaching, Buddha had smiled at a favorite disciple, and with this smile told him that there was a higher or better way to salvation. This higher law, according to Mahayana Buddhists, was that a person could get help from the Buddha.

Missionary Work

In the next century, Asoka (274-232 B. C.), the Emperor of India, adopted Buddhism as his state religion, and sent out missionaries to all of India, Sri Lanka, and other parts of the world (indicate on map). The missionary effort Asoka started eventually spread throughout Asia, although in India it was soon reabsorbed by Hinduism. Theravada Buddhism spread to Burma, Sri

Lanka, and Southeast Asia. For this reason it is also called Southern Buddhism. Mahayana Buddhism became popular in China, Mongolia, Korea, and Japan; it is also called Northern Buddhism. (Indicate on map the spread and general areas of the two main branches of Buddhism.)

(Begin slide presentation if desired. The teacher may wish to write terms appearing in the following text on the chalkboard before beginning slide presentation for familiarity and spelling purposes.)

Doctrinal Conflicts

Theravada Buddhists continued to believe that a person must work out his or her salvation individually. The ideal of this branch of Buddhism is the arhat (slide #1). An arhat is a monk who renounces the world and strives to attain Nirvana by following the Buddha's admonition to "wander alone like a rhinoceros." In Theravada, the goal of Nirvana (extinguishment) means becoming one with the universe or part of its Soul, rather than continuing as an individual conscious being in heaven.

(Ask:) As an Asian why would a goal like Nirvana be appealing?

Theravada monks devote themselves to study of the scriptures and meditation (slide #2), and can be characterized as introverted loners. However, the monks do perform ceremonies for Buddhist children when they reach puberty, for young men who become monks, and rites for the dead.

Mahayana Buddhists believe that men may receive help in achieving salvation. In contrast to the arhats of Theravada, the ideal of the Mahayana Buddhists is the bodhisattva (slide #3). Bodhisattvas are monks who make vows to achieve enlightenment, but not to enter Nirvana until every living thing, every blade of grass, has been saved. Bodhisattvas, it is believed, are able to save up merit through good works, and share that merit (slide #4) with others after the bodhisattva have died but before entering Nirvana. Some Mahayana Buddhists believe that the bodhisattvas were or became gods (slide #5). Many also began, from an early time, to believe that Buddha was a god (slide #6). These gods became savior figures.

(Ask:) Which of the two branches of Buddhism do you think would be more popular? Why?
(Answer: Mahayana; it offered the help of bodhisattvas for salvation.)

Mahayana Buddhism spread (slide #7) over a large part of Northern Asia. This form of Buddhism, aside from accepting the help of saviors or Mediators, is more tolerant and easy. It (slide #8) holds that any of a variety of methods suited to the individual, is acceptable in trying to gain salvation. (slide #9) Because of this openness there are many different forms of Mahayana Buddhism.

(Ask:) Why do you think there are so many different forms of Mahayana Buddhism?
(Note: Mahayana and Theravada might be compared to the many different Protestant churches and one older Roman Catholic church.)

Major Forms of Buddhism Today

Three important forms of Mahayana Buddhism are Amida Buddhism, Mantrayana or Lamaistic Buddhism, and Zen Buddhism.

1) Amida Buddhism: This is one of the most popular forms of Buddhism in Northern and Central Asia. Believers visit temples (slide #10) to worship or to pray to the Buddha Amida (slide #11), who is the ruler of the Pure Land of the Western Paradise. In contrast to the Theravada view of Nirvana as extinguishment, they believe in a physical heaven full of earthly pleasures and comforts. (slide #12) Those who faithfully call on Amida will, when they die, be ferried across to the Pure Land in a special boat. Some believe that to confess Amida once, with faith and a sincere heart, is enough to be saved.

2. Mantrayana Buddhism: This form of Buddhism is practiced in Mongolia, Tibet, and Himalayan regions and by the Central Asian nomadic peoples. It includes belief in various gods, goblins and demons. One is protected against these demons by using mantras, magic spells (hence the name Mantrayana: magic spell or incantation vehicle). Dances and other rituals and magic are also performed. One interesting device used in Mantrayana Buddhism is the prayer wheel. Various prayers are written down and when the wheel is spun it is believed to have the same effect as saying the prayers. The form of Buddhism practiced in Tibet is also called Lamaism. A Lama means a superior or perfect man. Lamaism centers around the person of the Dalai Lama, who is believed to be a reincarnation of Buddha.

3) Zen Buddhism: This form of Buddhism originated in China but is most popular in Japan. It has also become fairly popular in the West. Zen Buddhists don't believe in depending on the gods or on the reading of scriptures. They believe that enlightenment comes, as it did to Buddha, through meditation (slide #13). They don't believe in an afterlife either, but that this life is the time to seek satori, a sudden flash of inspiration or intuition which leads to enlightenment. Some Zen Buddhists believe that satori comes through long periods of meditation. Others believe that it can come through certain everyday activities, if properly performed, such as flower arranging (slide #14), tea ceremony (slide #15), or practice of a martial art (slide #16). No matter what method is used, satori comes as a result of transcending logical thinking processes to a state that might be called instinct or intuition. One common method of achieving satori is the koan or nonrational riddle. In thinking about or trying to solve a koan, logic must be left behind. A famous koan is: "You have heard the sound of two hands clapping. What is the sound of one hand clapping?"

Zen also emphasizes natural, "unplanned" beauty. Its influence can be seen in Japanese painting (slide #17), architecture (slide #18) and landscape (slide #19), and crafts (slide #20). For example, a cup might be made and then purposely cracked and mended to achieve this natural, unplanned effect. (End Slide Presentation)

(Ask questions like the following to review basic beliefs and practices of the various forms of Buddhism discussed above:)

What are some of the main differences between Mahayana and Theravada?

If you had to describe the three types of Mahayana Buddhism with one word each, what word would you use for-

Amida (Pure Land) Buddhism?
(Answer: faith, worship, paradise)

Mantrayana Buddhism?
(Answer: magic, spell, lama, etc.)

Zen Buddhism?
(Answer: meditation, satori, nature, intuition, etc.)

If you had to choose between the types of Buddhism we have discussed (including Theravada) which type of Buddhist would you become? Why?

Meditation Activity:

Although different beliefs and practices have been emphasized in describing the different forms of Buddhism, most all have certain common features. One practice common to nearly all forms of Buddhism, is some type of meditation.

(Ask:) What was the way that Buddha became enlightened?
(What did he do/was he doing when he became enlightened?)

Why was he meditating?
(Answer: To try to see beyond the illusions of life)

What did we pick out as being a major emphasis in the Eightfold Path? (not found in, say, the Ten Commandments?)
(Answer: Thoughts and motives)

Meditation is a very important practice in Buddhism, much as prayer is in Christianity. While prayer is generally focused outward, meditation is aimed inward, at perfecting or developikng the person within or rather finding within that which is already perfect. Meditation requires much time and practice and is generally an activity of monks, but is also highly respected by common people.

(The extreme significance placed on meditation may be illustrated by the story of the Buddhist sage and founder of Zen, Bodhidharma. He is said to have sat in meditation in the lotus position so long staring at a wall that his legs became useless. In order to prevent himself from falling asleep while meditating, he is said to have cut off his eyelids.)

(Lead the class in a meditation activity:)

(Note: In Buddhism, there are four states or stages of meditation.

1. To achieve detachment from physical desires and impure states of mind through analysis and reflection and thereby an emotional state of satisfaction and joy.

2. To empty one's mind of all intellectual activities and achieve a state of concentration, joy and pleasantness.

3. To empty one's mind of every emotion, including joy, becoming indifferent to everything while remaining completely conscious; a state of well-being.

4. To abandon any sense of satisfaction, pain, or serenity because any inclination to a good or bad state of mind has disappeared.)

(Ask the class to sit up in their chairs, close their eyes, relax and try to meditate for one or several minutes. You may want to explain some or all of the stages above to them in simple terms or simply to try to empty their minds. This process can be aided by asking them to concentrate on only one thing, something static and unchanging rather than active and progressing. Or you may have them start by thinking about a koan. But remember, meditation isn't sleep or daydreaming. It is alert and focused.)

(Ask:)

Was it hard or easy to keep from thinking of something?

How did it make you feel? How do you feel now?

Is this state of mind similar to when you were painting, playing a sport, drawing, playing an instrument, in any way?

(Some writers say that in playing a sport, for example, the best performance is achieved when the player's mind is clear rather than analyzing or constantly critiquing his or her play.)

OUTSIDE ACTIVITY

Visit a Buddhist temple or congregation if there is one in the area, individually or as a class. Compare the practices and beliefs you see there with what you have learned in class.

NAME: _____

QUIZ II: FORMS OF BUDDHISM

(Use back of page for answers if necessary)

1. What is the main difference between Mahayana and Theravada Buddhism?

2. Which of these two has a greater variety of beliefs and practices? Why?

3. Which type of Buddhism do you prefer? Why?

4. What is the difference between Nirvana (not the Pure Land) and the Christian Heaven?

5. Terms:

A. Theravada	_____	Theravada monks who "wander alone like rhinos"
B. Mahayana	_____	"the Lesser Vehicle," another name for Theravada
C. Hinayana	_____	"extinguishment," becoming one with the universe
D. Asoka	_____	a magic spell or incantation
E. Arhats	_____	"the Greater Vehicle," Northern Buddhism
F. Nirvana	_____	a perfect or superior man
G. Mantra	_____	a nonsense riddle to produce satori
H. Lama	_____	Indian emperor responsible for spread of Buddhism
I. Satori	_____	vow to help others before reaching Nirvana
J. Koan	_____	sudden flash of inspiration, Zen enlightenment
K. Mantrayana	_____	Buddhism practiced in Mongolia and Tibet, magical
L. Zen	_____	Buddha of the Pure Land of the Western Paradise
M. Amida	_____	"the Way of the Elders," Southern Buddhism
N. Bodhisattvas	_____	Buddhism popular in Japan, seeks for satori

6. As an Asian farmer, which type of Buddhism would you find most attractive? Why?

7. If you were a Buddhist, in what ways do you think you might act differently in day-to-day situations you are now faced with? Would being a Buddhist help you or hinder you? Why?

NAME: _____ 20

Answer Sheet

QUIZ II: FORMS OF BUDDHISM

(Use back of page for answers if necessary)

1. What is the main difference between Mahayana and Theravada Buddhism?
Theravada Buddhists believe each person achieves salvation individually. Mahayana Buddhists believe people may receive help from Bodhisattvas who have become savior figures.

2. Which of these two has a greater variety of beliefs and practices? Why?
Mahayana. It is very tolerant of a variety of methods suited to the individual trying to gain salvation.

3. Which type of Buddhism do you prefer? Why?

4. What is the difference between Nirvana (not the Pure Land) and the Christian Heaven? Nirvana means to become one with the universe or part of its soul. The dead are still individuals in the Christian Heaven.

5. Terms:

A. Theravada	E	Theravada monks who "wander alone like rhinos"
B. Mahayana	C	"the Lesser Vehicle," another name for Theravada
C. Hinayana	F	"extinguishment," becoming one with the universe
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6. As an Asian farmer, which type of Buddhism would you find most attractive? Why?

7. If you were a Buddhist, in what ways do you think you might act differently in day-to-day situations you are now faced with? Would being a Buddhist help you or hinder you? Why?

BEST COPY AVAILABLE

Titles of Slides for "An Introduction to Buddhism"

1. Korean temple painting of lone man on a mountain point
2. Japanese bas-relief of monk holding scroll
3. Monks at Ikegami Honmonji temple; Tokyo, Japan
4. Religious statues; Japan
5. Yellow Buddhist statues lining street; Taiwan
6. Rushana Buddha at Toshodai-ji; Nara, Japan
7. Buddhist procession at Takao-san temple; west of Tokyo, Japan
8. Temple worship area; Taiwan
9. Buddhist altar (butsudan); Japanese home
10. Precincts of Popju-sa temple; Korea
11. Statue of Amida Buddha, Byodoin temple; Uji, Japan
12. Buddhist painting of Pulguk-sa temple; Kyung-ju, Korea
13. Bas-relief of Buddhist trinity meditating; Japan
14. Flower arrangement; Fukuoka, Japan
15. Japanese tea ceremony at Naksonjae Palace; Seoul, Korea
16. Judo exhibition; Kamakura, Japan
17. Fusuma doors, bamboo on gold leaf, Eikando; Kyoto, Japan
18. Ginkakuji; Kyoto, Japan
19. Garden at Nijo Castle; Kyoto, Japan
20. Wood carving; Taiwan

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